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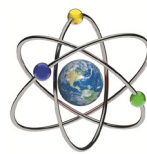
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- 13.00.00 Pedagogika fanlari
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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
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- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
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THE RELATIONSHIP BETWEEN STUDENTS' LEARNING MOTIVATION AND ACADEMIC PROCRASTINATION

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Abstract: This theoretical-analytical article examines the relationship between university students' learning motivation and academic procrastination. Drawing on self-determination theory, temporal motivation theory, expectancy–value theory, and self-regulated learning frameworks, the article argues that procrastination is not simply a deficit of diligence but a motivational-regulatory failure shaped by the quality, direction, and stability of students' reasons for learning. Autonomous motivation, perceived competence, task value, future goal orientation, and academic engagement are identified as protective factors, whereas amotivation, externally controlled regulation, low expectancy of success, task aversiveness, and delayed reward are interpreted as risk mechanisms. A comparative synthesis of contemporary studies is used to develop an integrative “value–expectancy–regulation–action” model that explains how motivational resources are converted into timely academic action. The paper also proposes differentiated educational and psychological interventions for students with distinct motivational-procrastination profiles. The conclusions provide a methodological foundation for subsequent empirical testing through structural equation modelling, mediation analysis, and intervention research.

Key words: learning motivation, academic procrastination, autonomous motivation, controlled motivation, amotivation, self-determination, task value, expectancy of success, self-regulated learning, university students.

Annotatsiya: Mazkur nazariy-tahliliy maqolada talabalarning o'quv motivatsiyasi va akademik prokrastinatsiyasi o'rtasidagi o'zaro bog'liqlik tahlil qilinadi. O'zini o'zi belgilash nazariyasi, temporal motivatsiya nazariyasi, kutilma–qadriyat yondashuvi va o'zini o'zi boshqarib o'qish konsepsiyalariga tayangan holda prokrastinatsiya oddiy tirishqoqlik yetishmasligi emas, balki o'quv faoliyati sabablarining sifati, yo'nalishi va barqarorligi bilan bog'liq motivatsion-regulyativ uzilish sifatida izohlanadi. Avtonom motivatsiya, kompetentlik hissi, vazifaning qadri, kelajak maqsadlariga yo'nalganlik va akademik faollik himoya omillari, amotivatsiya, tashqi nazoratga asoslangan boshqaruv, muvaffaqiyat kutilmasining pastligi, vazifaning yoqimsizligi va mukofotning uzoqligi esa xavf mexanizmlari sifatida talqin etiladi. Maqolada motivatsion resurslarning o'z vaqtida akademik harakatga aylanishini tushuntiruvchi “qadriyat–kutilma–regulyatsiya–harakat” integrativ modeli taklif etiladi.

Kalit so'zlar: o'quv motivatsiyasi, akademik prokrastinatsiya, avtonom motivatsiya, nazorat qilinuvchi motivatsiya, amotivatsiya, o'zini o'zi belgilash, vazifa qadri, muvaffaqiyat kutilmasi, o'zini o'zi boshqarib o'qish, talabalar.

Аннотация: В теоретико-аналитической статье рассматривается взаимосвязь учебной мотивации и академической прокрастинации у студентов. На основе теории самодетерминации, временной теории мотивации, модели ожидания–ценности и концепции саморегулируемого обучения прокрастинация интерпретируется не как простая недостаточность усердия, а как мотивационно-регулятивный сбой, связанный с качеством, направленностью и устойчивостью причин учебной деятельности. Автономная мотивация, чувство компетентности, ценность задания, ориентация на будущие цели и академическая вовлеченность рассматриваются как защитные факторы, тогда как амотивация, внешне контролируемая регуляция, низкое ожидание успеха, неприятие задания и отсроченное вознаграждение выступают механизмами риска. Предложена интегративная модель “ценность–ожидание–регуляция–действие”, объясняющая преобразование мотивационных ресурсов в своевременное учебное действие.

Ключевые слова: учебная мотивация, академическая прокрастинация, автономная мотивация, контролируемая мотивация, амотивация, самодетерминация, ценность задания, ожидание успеха, саморегулируемое обучение, студенты.

INTRODUCTION

Academic procrastination is one of the most persistent behavioural difficulties in higher education. It refers to the voluntary and irrational delay of an intended academic task despite the student's awareness that postponement is likely to produce negative consequences ^[1; 2]. The phenomenon is associated with lower academic

achievement, stress, anxiety, reduced well-being, and difficulties in adjusting to university life ^[3–5]. Nevertheless, defining procrastination solely as poor time management obscures the psychological processes that precede delay. Learning motivation is a central explanatory variable because it determines why a student initiates academic activity, how much effort is invested, how long persistence is maintained, and whether immediate discomfort is tolerated in favour of a delayed educational goal. Students may perform the same task for qualitatively different reasons: personal interest, professional meaning, internalised values, fear of punishment, external evaluation, or the absence of any clear reason. These motivational orientations do not have equivalent effects on self-regulation and procrastination.

The relationship between motivation and procrastination is therefore neither linear nor reducible to the statement that “more motivation means less delay.” A highly controlled student may display intense short-term effort under pressure but postpone tasks when external monitoring is absent. Conversely, autonomously motivated students are more likely to internalise academic goals, experience competence, regulate effort, and resume activity after setbacks. The quality of motivation is thus more important than its apparent intensity ^[6, 7]. The scientific relevance of the issue has increased in digitally saturated learning environments, where immediate rewards, notifications, social media, and fragmented attention compete with delayed academic outcomes. Under these conditions, motivational value, expectancy of success, perceived autonomy, emotional regulation, and self-regulated learning strategies jointly determine whether an intention becomes action. The present article synthesises these mechanisms and proposes an integrative model suitable for further empirical research.

LITERATURE REVIEW

Self-determination theory distinguishes autonomous motivation, controlled motivation, and amotivation. Autonomous motivation includes intrinsic motivation and well-internalised extrinsic regulation; the student acts because learning is interesting, personally meaningful, or congruent with future goals. Controlled motivation is based on external pressure, reward, punishment, guilt, or contingent self-worth. Amotivation reflects an absence of perceived contingency between action and outcome and is accompanied by low intentionality ^[6]. Research conducted with undergraduate students indicates that the satisfaction of autonomy, competence, and relatedness needs supports higher-quality motivation and is associated with lower procrastination ^[7, 8]. Temporal motivation theory explains procrastination through the interaction of expectancy, value, delay, and impulsiveness. Motivation to act increases when the student expects success and values the outcome but decreases when rewards are distant and attractive alternatives are immediately available ^[1]. A semester-long assignment with an unclear first step, delayed feedback, and a remote deadline may therefore have low subjective utility even when its objective importance is high.

Expectancy–value approaches further clarify that students avoid tasks when they doubt their capacity to succeed or fail to perceive the task as useful, interesting, or relevant to their identity. Low expectancy makes effort appear wasteful; low task value makes delay seem rational in the short term. At the same time, high perceived cost—such as anxiety, effort, loss of leisure, or fear of failure—may neutralise both expectancy and value. Consequently, motivational diagnostics should assess not only interest and goals but also perceived cost and task aversiveness. Self-regulated learning theories position motivation within a cyclical process of forethought, performance, and self-reflection. During forethought, students set goals, evaluate task value, and form efficacy beliefs. During performance, they deploy attention control, time management, effort regulation, and metacognitive monitoring. During self-reflection, outcomes are interpreted and influence subsequent motivation ^[9]. Procrastination can emerge at each phase: vague goals before action, distraction during action, or self-critical attribution after failure. Recent evidence supports the relevance of these interactions. Academic self-regulation has been shown to reduce procrastination and anxiety while supporting resilience and academic performance ^[10]. Studies of university students also indicate that motivational profiles differentiate students' adjustment, academic achievement, and procrastination tendencies ^[5]. Contemporary research in university and medical education links procrastination with low intrinsic motivation, ineffective effort regulation, and weak learning strategies ^[11; 12].

The purpose of this article is to theoretically systematise the mechanisms linking students' learning motivation with academic procrastination and to develop an integrative explanatory model for use in higher education research and practice. The objectives are: to differentiate motivational types that protect against or increase academic procrastination; to explain the mediating role of expectancy, task value, perceived cost, self-regulation, and academic engagement; to compare major theoretical frameworks relevant to the motivation–procrastination relationship; to construct an integrative conceptual model and formulate empirically testable propositions; to propose differentiated educational and psychological interventions for distinct student profiles.



RESEARCH METHODOLOGY

The article employs a theoretical-analytical design. Classical and contemporary peer-reviewed sources on academic procrastination, self-determination, expectancy–value processes, temporal motivation, academic engagement, and self-regulated learning were subjected to comparative analysis and conceptual synthesis. Sources were selected according to four criteria: direct relevance to university learning, explicit examination of motivational or regulatory mechanisms, methodological transparency, and contribution to an integrative explanation of procrastination. The synthesis followed three stages. First, motivational variables were classified according to quality (autonomous, controlled, or absent), cognitive appraisal (expectancy, value, and cost), and temporal structure (immediate versus delayed reward).

Second, mediating mechanisms—self-efficacy, emotional regulation, effort regulation, academic engagement, and time management—were identified. Third, the variables were organised into a process model describing the transition from motivational appraisal to academic action. No original empirical dataset is reported in this article. Accordingly, the tables and model represent theoretical generalisations rather than fabricated statistical findings. The proposed framework is intended for future testing through validated measures such as the Academic Motivation Scale, the Academic Procrastination Scale (APS) or the Procrastination Assessment Scale for Students (PASS), self-regulated learning instruments, and structural equation modelling.

ANALYSIS AND RESULTS

Table 1: Motivational orientations and their expected relationship with academic procrastination

Motivational orientation	Psychological basis	Likely behavioural pattern	Expected relation to procrastination
Intrinsic motivation	Interest, enjoyment, curiosity	Voluntary initiation and sustained engagement	Strong negative relation
Identified / integrated regulation	Personal and professional value	Persistence despite low immediate enjoyment	Negative relation
Introjected regulation	Guilt, shame, contingent self-worth	Unstable effort; avoidance after threat to self-image	Mixed or curvilinear relation
External regulation	Reward, punishment, deadlines, surveillance	Action mainly under immediate control	May reduce short-term delay but not stable procrastination
Amotivation	Low intentionality and weak action–outcome contingency	Non-initiation, disengagement, passive delay	Strong positive relation

Table 1 demonstrates that the most protective motivational patterns are not simply the strongest but the most autonomous and internalised. Intrinsic motivation facilitates task initiation because the activity itself is rewarding. Identified and integrated regulation are particularly important in higher education because many necessary tasks are not inherently enjoyable; nevertheless, students complete them when they recognise their relevance to their professional identity and long-term goals. Controlled motivation has a more complex role. External deadlines, grades, and monitoring may temporarily suppress delay, yet this effect depends on the continued presence of external control. Introjected regulation can produce intense effort through guilt or fear of inadequacy, but it also increases emotional cost. When a task threatens self-worth, postponement may serve as a defensive strategy. Amotivation is the clearest risk pattern because the student neither values the task nor expects meaningful outcomes from engagement.

Table 2: Major theoretical explanations of the motivation–procrastination relationship

Framework	Core explanatory variable	Explanation of delay	Practical implication
Self-determination theory	Quality of motivation and need satisfaction	Controlled regulation or amotivation weakens ownership of action	Support autonomy, competence, and relatedness
Temporal motivation theory	Expectancy × value, delay, impulsiveness	Distant rewards lose motivational power relative to immediate alternatives	Shorten feedback cycles and create proximal rewards
Expectancy–value theory	Success expectancy, task value, perceived cost	Low expectancy/value or high cost makes avoidance subjectively preferable	Increase clarity, usefulness, attainability, and reduce unnecessary cost



Framework	Core explanatory variable	Explanation of delay	Practical implication
Self-regulated learning	Planning, monitoring, effort and emotion regulation	Motivation is not translated into sustained behaviour	Teach micro-planning, monitoring, and recovery strategies
Mood-regulation account	Immediate reduction of negative affect	The student avoids task-related discomfort rather than the task itself	Develop emotional tolerance and self-compassion

The comparison shows that no single theory is sufficient. Self-determination theory explains why students adopt or reject academic goals; temporal motivation theory explains why valuable intentions weaken when outcomes are delayed; expectancy–value theory explains how anticipated success and perceived cost shape choice; self-regulated learning explains how motivation is translated into behaviour; and the mood-regulation account explains why immediate emotional relief repeatedly overrides long-term intentions^[13]. An integrative interpretation therefore treats procrastination as a process rather than a single trait. The student first appraises the task, then experiences an emotional and motivational response, chooses either regulatory engagement or avoidance, and subsequently interprets the outcome. Repeated delay changes future motivation by lowering self-efficacy, increasing perceived cost, and strengthening the expectation that academic tasks are aversive.

The proposed model consists of four interconnected stages. The first stage, value, concerns the personal, professional, intrinsic, and utility significance of the task. A task becomes motivationally meaningful when the student understands why it matters and how it contributes to identity or future competence. The second stage, expectancy, concerns the perceived probability of successful performance. Academic self-efficacy, prior mastery, clear assessment criteria, modelling, and accessible support increase expectancy. When expectancy is low, delay protects the student from immediate evidence of possible inadequacy. The third stage, regulation, includes goal specification, implementation intentions, time management, effort regulation, attention control, emotional regulation, and metacognitive monitoring. This stage forms the bridge between motivation and behaviour. Motivation without regulation remains an intention; regulation without meaningful motivation becomes fragile compliance. The fourth stage, action, includes task initiation, persistence, completion, and reflective consolidation. Timely initiation generates mastery experiences and feedback, which strengthen expectancy and value. Procrastination produces the opposite feedback loop: reduced quality, increased stress, guilt, and diminished self-efficacy. Thus, the model is cyclical rather than linear.

Table 3: Differentiated motivational–procrastination profiles and intervention priorities

Profile	Typical characteristics	Primary mechanism of delay	Priority intervention
High value–high expectancy	Meaningful goals and confidence, but occasional distraction	Weak environmental control	Focus blocks, distraction management, implementation intentions
High value–low expectancy	Task matters, but fear of failure and low confidence	Threat avoidance	Scaffolding, mastery experiences, constructive feedback
Low value–high expectancy	Capable student who sees little meaning in the task	Boredom and opportunity-cost appraisal	Connect task to choice, utility, identity, and authentic outcomes
Low value–low expectancy	Amotivation, disengagement, accumulated failure	Absence of intention and learned helplessness	Individual counselling, small goals, need support, intensive monitoring
Controlled high effort	Works mainly under pressure, guilt, grades, or surveillance	Deadline-dependent activation and emotional exhaustion	Internalisation, autonomy support, realistic standards

The theoretical synthesis indicates that academic motivation influences procrastination through several direct and indirect pathways. Autonomous motivation directly increases students' willingness to initiate and persist in academic tasks. It also indirectly reduces delay by increasing academic engagement, supporting adaptive self-regulation, and making temporary discomfort more tolerable. Conversely, amotivation weakens intentionality, whereas controlled motivation creates dependence on immediate external pressure. The relationship is also reciprocal. Procrastination can progressively undermine motivation. Repeated late completion generates poorer outcomes, negative feedback, and self-critical interpretations. These experiences reduce expectancy of success and increase perceived task cost. Recent person-centred findings identifying a “procrastinated and poorly adjusted” profile associated with lower academic outcomes support this cyclical interpretation^[5].



Educational context may moderate this relationship. Autonomy-supportive teaching, clear expectations, meaningful choice, timely feedback, and structured intermediate deadlines help students internalise academic goals and develop a sense of competence. By contrast, excessive control, vague requirements, delayed feedback, and very distant deadlines can intensify controlled regulation or amotivation. A structured environment is not incompatible with autonomy: effective structure clarifies how to act, whereas control dictates why the student must act. The model also implies that generic time-management workshops will have limited effects when the underlying problem is low task value, low expectancy, fear of failure, or amotivation. Interventions should begin with profile-based assessment. Students who value the task but doubt their ability need competence-building interventions; capable but disengaged students need greater meaning and autonomy; highly controlled students need support for internalisation and emotional recovery; severely amotivated students may require individual psychological support.

Contemporary intervention reviews show that programmes addressing cognition, behaviour, emotion, and self-regulation can reduce academic procrastination, but the evidence base remains heterogeneous, and further high-quality research is required ^[14; 15]. The proposed model offers a foundation for designing more targeted interventions and specifying the mechanisms expected to change. University assignments should be explicitly connected to professional competencies, authentic products, and students' future roles so that both utility value and identity value are clearly perceived. Large tasks should be divided into proximal milestones with rapid, informative feedback, thereby reducing reward delay and increasing expectancy of success. Teachers should provide meaningful choice regarding topic, format, sequence, or method while maintaining clear standards and deadlines. Feedback should emphasise strategies, progress, and controllable actions rather than fixed ability or personal judgement. Students should be trained to formulate implementation intentions by specifying when, where, and what minimum action they will begin. Motivational assessment should distinguish autonomous motivation, controlled motivation, and amotivation instead of relying on a single overall motivation score. Persistent procrastination accompanied by anxiety, depressive symptoms, severe guilt, or functional impairment should prompt referral for individual psychological assessment.

CONCLUSION

The relationship between students' learning motivation and academic procrastination is multidimensional, dynamic, and reciprocal. Procrastination is not adequately explained by a simple lack of motivation. It emerges when academic goals have insufficient personal value, success is perceived as unlikely, the psychological cost of action is high, rewards are delayed, or self-regulatory mechanisms fail to transform intention into behaviour. Autonomous motivation and well-internalised goals constitute the most stable motivational protection against procrastination because they provide ownership, meaning, and persistence. Controlled motivation may activate behaviour under immediate pressure but does not reliably support independent self-regulation. Amotivation represents the most serious risk condition, particularly when combined with low self-efficacy, accumulated failure, and weak institutional support. The proposed value-expectancy-regulation-action model integrates self-determination, temporal motivation, expectancy-value, mood-regulation, and self-regulated learning perspectives. Its scientific contribution lies in describing motivation not as an isolated predictor but as the starting point of a cyclical process in which appraisal, emotion, regulation, action, and feedback continuously influence one another.

For higher education practice, the findings imply that reducing procrastination requires more than discipline and strict deadline enforcement. Effective prevention should simultaneously strengthen task meaning, expectancy of success, autonomous engagement, emotional tolerance, and behavioural self-regulation. Educational structure should reduce ambiguity without undermining autonomy, and interventions should be differentiated according to students' motivational profiles. Future empirical research should test the proposed model using longitudinal and multi-wave designs, structural equation modelling, latent profile analysis, and experimental interventions. Particular attention should be paid to the mediating roles of academic engagement and self-regulation, the moderating effects of digital distraction and teaching style, and cross-cultural differences in controlled and autonomous forms of motivation.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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